

Self-Review Guide

This self-review guide contains criteria for evaluating the components of chapters three through five. Listed in this guide are laws or regulations on which the criteria are based, page numbers in this publication in which the criteria appear, a listing of the criteria, a scale for rating the effectiveness of the program, and a section for comments. The footnote shows the rating that each number represents.

To rate the level of effectiveness of a criterion, program reviewers should place beside each criterion one of the numbers shown under the column heading “program effectiveness.”

- *Highly effective.* Criteria rated as highly effective provide exemplary practices that may serve as a model statewide. These practices result in highly effective programs that are successful in addressing students’ unique educational needs, as measured by student outcomes.
- *Effective.* Criteria rated as effective provide current practices that are satisfactory in meeting the standards in these guidelines which result in programs that are effective in meeting students’ unique educational needs, as measured by student outcomes.
- *Somewhat effective.* Criteria rated as somewhat effective need improvement so that they do not affect the program’s ability to address all of the students’ unique educational needs, as measured by student outcomes.
- *Ineffective.* Criteria rated as ineffective need change and strategies to bring about improvement. It is critical to address ineffective practices so that they do not result in programs that are ineffective in addressing students’ unique educational needs, as measured by student outcomes.

Chapter Three—Identifying and Assessing Unique Educational Needs

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
	How effective is your program in providing for each of the following:					
p. 15 EC 56300 through 56303	I. <i>Locating and referring students with visual impairments who may require special education, including possible referrals from the vision screening program?</i>					
p. 15	A. Providing the process for referring students identified through vision screening?					
p. 15	B. Informing parents and staff of signs that may indicate a visual impairment?					
p. 15	C. Coordinating with local eye specialists, regional centers, infant/preschool programs, and other referral sources?					
p. 15 EC 56320	II. <i>Assessing students with suspected visual impairments in all of the following areas when appropriate?</i>					
EC 56320(f)	A. Assessing vision/low vision:					
p. 15 Appendix B	1. Acquiring as much information as possible on eye reports?					
	2. Ensuring that students with residual vision receive a low vision assessment?					
	a. Conducting functional vision assessments?					
	b. Determining the need for further assessment?					
	c. Using the low vision assessment to determine needs in the other areas related to this disability?					
EC 56352 Appendix C	B. Determining the appropriate reading medium or media:					
EC 56352(a)	1. Using functional vision assessment as one criterion?					
EC 56352(b)	2. Determining the primary reading medium?					
Appendix C	3. Selecting the primary or alternative learning medium or media?					
EC 56352(d)	C. Assessing communication skills:					
Appendix C	1. Typing?					
p. 17	2. Signature?					
Chapter 2	3. Communication equipment?					
	4. Use of computers?					
	5. Use of optical aids?					
	6. Closed-circuit television systems?					
	7. Slate and stylus?					
	8. Abacus?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).

²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Identifying and Assessing Unique Educational Needs—Continued

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
p. 18	9. Talking calculator? 10. Use of other specialized equipment? D. Assessing concept development and academic skills: 1. Coordinating with the classroom teacher? 2. Determining the students' mode of functioning in academic tasks? 3. Basic concepts? 4. Listening skills? 5. Study skills?					
p. 18 Chapter 2	E. Assessing social and emotional skills: 1. Socialization skills? 2. Affective education? 3. Recreation? 4. Human sexuality? 5. Psychological implications?					
p. 18 Chapter 2	F. Assessing sensory/motor skills: 1. Gross and fine motor skills? 2. Alternative sensory discrimination and integration skills? 3. Posture, balance, strength, movement, and coordination?					
p. 18 Chapter 2	G. Assessing orientation and mobility skills: 1. Concepts? 2. Body image control and purposeful movement? 3. Orientation and mobility skills: a. Home? b. School? c. Community? 4. Use of residual vision? 5. Interaction with the public? 6. Acquiring and remembering necessary information? 7. Related daily living skills?					
p. 19 Chapter 2	H. Assessing daily living skills: 1. Personal hygiene? 2. Dressing skills? 3. Clothing care? 4. Food preparation? 5. Eating skills? 6. Money management? 7. Social communication? 8. Telephone skills? 9. Written communication?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Identifying and Assessing Unique Educational Needs—Continued

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
p. 19 Chapter 2	10. Time skills? 11. Organizational skills? I. Assessing career/vocational skills: 1. Awareness? a. Introduction to occupations? b. Role models who are visually im- paired? 2. Exploration? a. Job shadowing? b. Department of Rehabilitation refer- rals? 3. Preparation? a. Technological and adaptive devices? b. Vocational education training pro- grams? 4. Participation? a. Volunteer work? b. Paid work experience?					
p. 19 EC 56320(g)	III. <i>Providing assessment personnel who are knowl- edgeable about visual impairments:</i>					
p. 19	A. Involving the teacher of the visually impaired in determining appropriate assessment strate- gies?					
p. 19	B. Providing for communication among individu- als conducting assessments?					
pp. 19–20	C. Determining the best-qualified individuals to conduct assessments?					
p. 20 EC 56327(h)	IV. <i>Identifying in the assessment report the student's unique educational needs related to the visual impairment, including needs for specialized services, materials, and equipment in the following areas:</i>					
Chapter 2	A. Vision/low vision needs? B. Concept development and academic needs? C. Reading/learning media needs? D. Communication needs? E. Social/emotional needs? F. Sensory/motor needs? G. Orientation and mobility needs? H. Daily living skills and needs? I. Career and vocational needs?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).

²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Identifying and Assessing Unique Educational Needs—Continued

<i>Reference¹</i>	<i>Criteria</i>	<i>Program Effectiveness²</i>				<i>Comments</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	
p. 20 EC 56320(g) p. 20 p. 20 p. 22 p. 22 p. 23 p. 23 p. 23	V. <i>Considering the variables that affect unique educational needs when the following are assessed:</i> A. Congenitally and adventitiously visually impaired students? B. Students with multiple impairments? C. Infants and preschool children? D. Elementary school and secondary school students? E. The nature of the student's visual impairment? F. Functionally blind and low vision students? G. Students with other special needs?					

Chapter Four—Planning and Providing Instruction and Services

<i>Reference¹</i>	<i>Criteria</i>	<i>Program Effectiveness²</i>				<i>Comments</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	
p. 24 EC 56345(b)(7) Chapter 2 EC 56364.1 Chapter 2	How effective is your program in providing for each of the following: VI. <i>Using assessed unique educational needs in the following areas:</i> A. Developing the IEP, including the need for specialized materials, equipment, and services in the following areas: 1. Concept development and academic needs? 2. Communication needs? 3. Social/emotional needs? 4. Sensory/motor needs? 5. Orientation and mobility needs? 6. Daily living skills needs? 7. Career/vocational needs? B. Providing appropriate instruction and services in the following areas: 1. Concept development and academic needs? 2. Communication needs? 3. Social/emotional needs? 4. Sensory/motor needs? 5. Orientation and mobility needs? 6. Daily living skills needs? 7. Career/vocational needs?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Chapter Four—Planning and Providing Instruction and Services—Continued

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
EC 56220(c)(5)	C. Developing curriculum that provides for the following areas:					
Chapter 2	1. Concept development and academic needs?					
	2. Communication needs?					
	3. Social/emotional needs?					
	4. Sensory/motor needs?					
	5. Orientation and mobility needs?					
	6. Daily living skills needs?					
	7. Career/vocational needs?					
p. 30 EC 56345(b)(7) Appendix E	D. Providing the necessary specialized books, materials, equipment, and services in accordance with the IEP to meet the unique educational needs for:					
	1. Functionally blind students?					
	2. Low vision students?					
	3. Students with multiple impairments?					
	4. Infants and preschool children?					
EC 56001(n)	VII. Ensuring that the following key individuals understand the unique needs and possess the skills and abilities to carry out their roles and responsibilities:					
p. 30	A. Teacher of the visually impaired?					
p. 32	B. Classroom teacher (regular, special class, or resource specialist)?					
p. 32	C. Orientation and mobility specialist?					
p. 33	D. Parent, guardian, or conservator?					
p. 34	E. Student who is visually impaired?					
p. 34	F. Eye specialist?					
p. 34	G. Regular or adapted physical education specialist?					
p. 34	H. Occupational or physical therapist?					
p. 34	I. School nurse?					
p. 35	J. Program specialist?					
p. 35	K. Early childhood specialist?					
p. 35	L. Specialist in career/vocational education?					
p. 36	M. Language, speech, and hearing specialist?					
p. 36	N. Technology specialist?					
p. 36	O. Counselor?					
p. 36	P. Psychologist?					
p. 36	Q. Social worker?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).

²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Chapter Four—Planning and Providing Instruction and Services—Continued

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
p. 36	R. Certified braille specialist (transcriber)?					
p. 37	S. Reader?					
p. 37	T. Aide/paraprofessional/instructional assistant?					
p. 37	U. Ancillary staff in residential programs:					
	1. Dormitory or ward personnel?					
	2. Food services staff?					
	3. Health services staff?					
p. 38	VIII. <i>Coordinating the instruction and services provided to meet all of the needs of visually impaired students:</i>					
p. 38	A. Using the IEP as the focus for coordination?					
	B. Assigning an individual responsible for this coordination?					

Chapter Five—Organizing and Supporting Instruction and Services

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
	How effective is your program in providing for each of the following:					
p. 39 EC 56031	IX. <i>Providing for the delivery of appropriate instruction and services through a full range of program options and support services that are planned, provided, and coordinated, as necessary, on a regional basis:</i>					
p. 40	A. Planning, providing, and coordinating the following, as necessary, through regionalization:					
	1. A full range of program options and services, including technology?					
	2. Specialized assessment, instruction, curriculum, and support?					
	3. Specialized personnel development for staff and parents?					
	4. Other support services to address additional needs which cannot be met at the district, county, or SELPA levels?					
	B. Ensuring that administrative roles and responsibilities are understood by:					
	1. The SELPA?					
	2. The supervisor of personnel serving visually impaired students?					
	3. The site administrator or designee?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).

²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Chapter Five—Organizing and Supporting Instruction and Services—Continued

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
p. 41 EC 56200(a)(b)	X. <i>Placing students appropriately in the least restrictive environment:</i>					
p. 41	A. Considering the changing needs and strengths of students?					
p. 41	B. Placing students based on the intensity of needs and the intensity of instructional services to meet these needs?					
p. 41	C. Preparing the student for inclusion?					
p. 41	D. Preparing school staff and peers for inclusion?					
p. 41	E. Grouping students appropriately?					
p. 41	F. Exploring additional program options?					
p. 42	G. Providing the following program options, when needed, through regionalization:					
	1. Itinerant teacher?					
	2. Resource room?					
	3. Special classroom?					
	4. Special school?					
	5. Nonpublic schools and agencies?					
	6. Additional options for infants and preschool children?					
p. 43	XI. <i>Establishing class sizes and caseloads of staff to allow for providing specialized instruction and services based on the needs of visually impaired students by:</i>					
p. 43	A. Developing a process for establishing and monitoring class sizes and caseloads based on the time required to meet students' needs?					
p. 43	B. Establishing local caseloads and class sizes based on the age of the students and the severity of their needs?					
p. 44 EC 56001(n)	XII. <i>Providing qualified professional and paraprofessional personnel who have the skills and abilities necessary to conduct assessments and provide instruction and services that meet the educational needs of students:</i>					
p. 44	A. Certificated personnel:					
	1. Appropriately credentialed teachers of the visually impaired?					
	2. Appropriately credentialed orientation and mobility specialists?					
	3. Assessment personnel?					
	4. Other professional staff as needed?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).

²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Chapter Five—Organizing and Supporting Instruction and Services—Continued

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
p. 44	B. Noncertificated personnel: 1. Transcribers? 2. Readers? 3. Aides? 4. Other staff as needed?					
p. 45 EC 56240 EC 56220(c)(2)	XIII. <i>Providing staff development and education for parents based on a needs assessment:</i> A. Basing the needs assessment for specialized parent education on parents' roles and responsibilities and the unique educational needs of their children? B. Basing the needs assessment for specialized staff development on the staff members' roles and responsibilities and the unique educational needs of the students they serve?					
p. 45	XIV. <i>Designing and modifying facilities to enhance the provision of instruction and services to meet the unique educational needs of visually impaired students in the following areas:</i>					
p. 45	A. Facilities for school-age students: 1. Lighting? 2. Storage space and electrical outlets? 3. Area for listening activities? 4. Furniture and chalkboards with nonglare surfaces? 5. Accessibility? 6. Bathroom facilities? 7. Work area and storage space for students being served by an itinerant teacher? 8. Work space for the transcriber? 9. Special equipment for production and duplication of materials?					
p. 46	B. Facilities for infants and preschool children: 1. Opportunities for inclusion with students who do not have disabilities? 2. Bathroom facilities? 3. Playground and storage space?					
p. 46	C. Emergency procedures?					
p. 46 EC 56345(b)(7) EC 56739	XV. <i>Providing the materials and equipment necessary to meet the unique educational needs of students, as specified in the IFSP/IEP/ITP:</i>					
p. 46	A. Establishing a system for budgeting that projects costs of specialized media, materials, and equipment?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)

Chapter Five—Organizing and Supporting Instruction and Services—Continued

Reference ¹	Criteria	Program Effectiveness ²				Comments
		1	2	3	4	
p. 46	B. Allowing time for the teacher or transcriber or both to locate, prepare, and disseminate media, materials, and equipment?					
p. 47	C. Establishing an organized, cost-effective, and coordinated system for acquiring, disseminating, and maintaining specialized media, materials, and equipment?					
p. 47 EC 56221(b)(5)	XVI. <i>Providing appropriate transportation for visually impaired students by:</i>					
p. 47	A. Considering health and safety, including travel time?					
p. 47	B. Providing continuing in-service training to drivers?					
p. 47	C. Encouraging students to travel independently when appropriate?					
p. 47 EC 56220(c)(6)	XVII. <i>Establishing a process to improve the effectiveness of programs in meeting the needs of visually impaired students in these areas:</i>					
Chapter Three	A. Identification?					
Chapter Three	B. Assessment?					
Chapter Four	C. Planning?					
Chapter Four	D. Providing instruction and services?					
	E. Planning, organizing, and supporting instruction and services, including regionalization?					
p. 47 Chapter Five	F. Using the information obtained through a self-review process to:					
	1. Identify the areas of need and suggestions for improvement?					
	2. Identify areas of strength?					
	3. Identify needs for technical assistance?					
	4. Coordinate with monitoring activities of the California Department of Education?					
	5. Identify possible topics for local annual evaluation?					
p. 47 Chapter Five	G. Using student outcomes to determine program effectiveness?					

¹Refer to the page of the guidelines, chapter, or appendix or to the legal citations (see Appendix F for legal requirements).

²Program effectiveness: 1 = Ineffective, 2 = Somewhat effective, 3 = Effective, 4 = Highly effective. (See page 48 for definitions.)